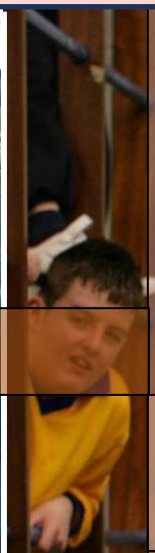
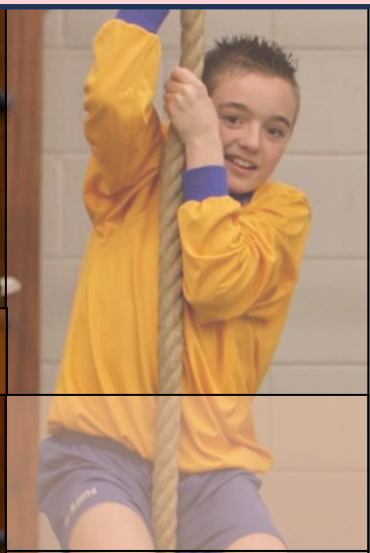
A Framework for Junior Cycle

October 2012

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS





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Foreword

In November 2011, the NCCA published *Towards a Framework for Junior Cycle- Innovation and Identity.* I have considered the *Towards a Framework* document carefully and welcome the NCCA proposals within it.

Towards a Framework sets out a vision, values and principles for the junior cycle. The learning at the core of junior cycle is described in twenty-four statements of learning**.** These statements describe what students should know, understand, value and be able to do at the end of junior cycle, having fully engaged with and participated in the junior cycle programme of their school. It highlights the universal importance of literacy and numeracy as being crucial for learners accessing the curriculum and in their future life chances. In addition, *Towards a Framework* outlines specific aspects of the curriculum that will allow schools the flexibility to design their own junior cycle programme in order to meet the needs and interests of their students. These include subjects and short courses for mainstream students and priority learning units for a small group of students with special educational needs.

Towards a Framework highlights the need for fundamental changes in our approach to curriculum and assessment if we are to improve the learning experiences of students. We know that a significant number of first-year students do not make progress, particularly in English and Mathematics. A number of students in second year become disengaged from the learning process. In third year, the Junior Certificate examination dominates the experiences of students; the focus of learning narrows, the emphasis is on rote learning and for many students, the examination does not lead to positive learning experiences and outcomes.

The influence of assessment on how teachers and students engage with curriculum and learning is well documented not just here in Ireland but across the world. The learning experience is narrowed if an assessment system is restricted to assessing students through external examinations and testing, because both teachers and students focus on learning what is necessary to do well in final examinations, rather than on pursuing an educational programme that is designed to meet students' needs.

I want the junior cycle to place the needs of our students at the core of what we do and to improve the quality of their learning experiences and outcomes. Such an approach should enable all students to achieve their full potential and be properly challenged in their learning, thereby raising educational standards. To achieve this, we must ensure that assessment becomes a key part of teaching and learning across the three years of junior cycle and provides high quality feedback to students and parents. The opportunities for such approaches to assessment are even greater in situations where assessment is no longer high-stakes.

The focus of assessment should now be on supporting learning. Research evidence and international experience in many countries show that focusing assessment towards student learning and away from a terminal examination supports better learning and achievement for more students. I am therefore, over the next eight years, going to phase out the traditional Junior Certificate examination. Students rather than examinations will be at the centre of the new approach to assessment.

The Junior Certificate Examination will be replaced with a school-based model of assessment. This will include formative and summative assessment and involve schools and teachers in ongoing assessment and reporting of students' progress and achievement. Schools will also use materials provided by the State Examinations Commission (SEC). In the initial years, the SEC will be involved with the assessment of a number of subjects. The primary purpose of the certification at the end of junior cycle will be to support learning over the three years.

Moving beyond examinations to a process of generating evidence of learning, of sharing feedback, of planning next steps, and in some instances, sharing assessment outcomes with an audience beyond the teacher and the student will bring the best of international practice into Ireland's assessment practice. It will also build on the professional commitment of our high-quality teachers who work in the best interest of their students. I will ensure that schools, their principals and teachers will be provided with the necessary professional support to enable them to implement the Framework. This support will be introduced on a phased basis from 2013/ 2014 onwards.

I have already started to take steps to replace the Junior Certificate Examination. I have convened an industry/education group to advise my Department on ways in which ICT can enhance junior cycle reform at school level. In July 2011, I launched *Literacy and Numeracy for Learning and Life: The National Strategy to Improve Literacy and Numeracy Among Children and Young People, 2011 – 2020.* As part of the implementation of the Strategy, post-primary schools, from 2014, will participate in standardised testing of students in second year. The tests will be in English reading and Mathematics in all schools and, in addition, in Irish reading in Irish-medium schools. I also plan to introduce standardised tests in Science for all students by 2016.

In this document, I am setting out the *Framework for Junior Cycle*, much of which is based on *Towards a Framework* published by the NCCA in 2011. The document presents more detailed and very different assessment arrangements to complement and support the sort of curricular change that will best suit our students.

Ruairí Quinn
Minister for Education and Skills
4 October 2012

1. A framework for junior cycle

Context

The mission of the Department of Education and Skills (DES) is "to enable learners to achieve their full potential and contribute to Ireland's economic, social and cultural development". By placing students at the centre of the educational experience, the DES wants to ensure that junior cycle education will improve learning experiences and outcomes. The implementation of the *Framework for Junior Cycle* will enable post-primary schools to provide a quality, inclusive and relevant education with improved learning outcomes for all students, including those with special educational needs.

Why change?

There is significant evidence of the need to change junior cycle provision. For example, a significant number of first-year students do not make progress in English and Mathematics. A number of second-year students disengage from their learning and in many instances, do not reconnect. The experience of many third-year students is dominated by preparation for the Junior Certificate examination where the emphasis is on rote learning and on rehearsing questions for the examination.

Research has also shown that the quality of students' engagement – with the school, with teachers and with learning – is central to developing the skills and competences that are necessary for students in today's world. Research also shows that ongoing assessment of students' progress and achievement over time rather than the use of a once-off-measure in the form of a final examination can improve the quality of learning outcomes across the three years of lower secondary education.

For all of these reasons, new approaches to curriculum and most particularly to assessment are necessary. The *Framework* will enable schools to offer their students a three-year junior cycle experience that is both a progression from primary education and a preparation for senior cycle.

What is changing?

Greater choice for schools and their students

The learning at the core of the proposed new junior cycle is described in twenty-four statements of learning**.** The statements, underpinned by eight principles, provide the basis for schools to plan for, design and evaluate their junior cycle programmes.

Schools will have the flexibility to decide what combination of subjects, short courses or other learning experiences will be provided in their three-year programme. Schools will also be able to include priority learning units (PLUs) in the provision of a junior cycle programme that is appropriate to the needs of a small group of students with special educational needs[1].

Schools will have more flexibility and discretion to choose from what is available and, if they wish, provide school-developed short courses in particular fields to meet the specific needs and interests of their students. This flexibility will present schools with the opportunity to involve students and their parents in the discussion about the kind of programme that will best serve the needs of the students and the school, while at the same time meeting the requirements of the *Framework*, as outlined in this document.

English, Mathematics and Irish will feature in the junior cycle programmes for all students[2] in recognition of the key role played by English and Mathematics in supporting literacy and numeracy and the particular status of Irish in both Irish-medium and English-medium schools.

It is important that the programme provided to students is not overloaded and will allow them to engage in quality learning experiences. There will be a limit to the number of subjects and short courses that will be included for certification purposes. Most students will include from eight to ten full subjects or their equivalent.[3] A maximum of four short courses (each one equivalent to half a subject) can be included. This means that most students will take one or other of the following combinations:

[1] PLUs attends to specific students with general learning disabilities in the higher functioning moderate and low functioning mild categories, where such disabilities prevent students from accessing some or all of the subjects and courses on offer.
[2] Irish will not be included in the programme followed by students with an exemption from Irish.
[3] In certain circumstances, some students may present in fewer subjects for the purposes of certification.

- Eight subjects *or* 7 subjects + 2 short courses *or* 6 subjects + 4 short courses
- Nine subjects *or* 8 subjects + 2 short courses *or* 7 subjects + 4 short courses
- Ten subjects *or* 9 subjects + 2 short courses *or* 8 subjects + 4 short courses

A focus on school-based assessment

The Junior Certificate examination will be replaced by a new school-based model of assessment. This is just one element of the changed approach to assessment in the new junior cycle. The introduction of standardised testing towards the end of second year[4], the provision of an assessment and moderation toolkit and subject specifications that include annotated examples of students' work, and the improvement in how schools report to parents on their children's learning are also significant elements, some of which are already under development. This new focus on assessment, particularly on 'assessment for learning' as well as on 'assessment of learning' will be a challenge for schools and will require significant Continuing Professional Development (CPD) for principals and teachers. The challenge is not just one for schools. For the general public familiar with the Junior Certificate examination as it is currently configured, the move to a new school-based assessment system will involve a shift in mindset. Crucially, it will also be an opportunity for students to become active and reflective participants in their learning and assessment outcomes and it will bring lower secondary education in Ireland into line with best practice in countries with high-performing educational systems.

A new form of school-based certification

For the majority of students, schools will certify a student's learning at a level that is related to the National Framework of Qualifications (NFQ) Level 3[5] and issue students with a School Certificate. For most students, this certification will generally be for no fewer than eight full subjects or their equivalent and no more than ten full subjects or their equivalent. For a small minority of students with special educational needs, schools will certify a student's learning at a level that is related to NFQ Level 2. This will reflect their learning in five key units. It will be also possible for some of these students to take PLUs combined with some subjects and short courses.

[4] As cited in *Literacy and Numeracy for Learning and Life, The National Strategy to Improve Literacy and Numeracy among Children and Young People* 2011-2020
[5] The current Junior Certificate examination is also at NFQ Level 3

Principles

Eight principles will underpin the *Framework for Junior Cycle* (Table 1). These principles will inform the planning for as well as the development and the implementation of junior cycle programmes in all schools.

TABLE 1: PRINCIPLES FOR JUNIOR CYCLE EDUCATION

Quality All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.	**Wellbeing** The student experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on collective well being of school, community and society.
Creativity and innovation Curriculum, assessment, teaching and learning provide opportunities for students to be creative and innovative.	**Choice and flexibility** The school's junior cycle programme is broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.
Engagement and participation The experience of curriculum, assessment, teaching and learning encourages participation, generates engagement and enthusiasm, and connects with life outside the school.	**Inclusive education** The educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.
Continuity and development Curriculum, assessment, teaching and learning enables students to build on their learning to date, recognises their progress in learning and supports their future learning	**Learning to learn** High quality curriculum, assessment, teaching and learning support students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education, and of working life.

2. Learning in junior cycle

What should a student learn in junior cycle?

The learning at the core of junior cycle is described in twenty-four statements of learning**.** These statements describe what students should know, understand, value and be able to do at the end of junior cycle, having fully engaged with and participated in the junior cycle programme of their school.

The statements, underpinned by the eight principles, provide the basis for schools to plan for, design and evaluate their junior cycle programmes. That process of planning focuses on the combination of curriculum components (subjects and short courses) and other learning experiences. Schools will ensure that all statements of learning, along with literacy and numeracy and other key skills feature in the programmes of all junior cycle students. They do not set out *everything* the student can learn in junior cycle. But they are an important guide for students and their parents in relation to what they should expect from junior cycle. They can also provide a reference point for schools reporting to parents on the progress and achievement of students. The detailed learning outcomes will be clearly set out in subject and short course specifications.

Table 2 sets out the twenty-four statements of learning.

TABLE 2: STATEMENTS OF LEARNING

The student:

1. communicates effectively using a variety of means in a range of contexts in L1[6]
2. listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability
3. creates, appreciates and critically interprets a wide range of texts
4. creates and presents artistic works and appreciates the process and skills involved
5. has an awareness of personal values and an understanding of the process of moral decision making
6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10. has the awareness, knowledge, skills, values and motivation to live sustainably
11. takes action to safeguard and promote her/his wellbeing and that of others
12. is a confident and competent participant in physical activity and is motivated to be physically active
13. understands the importance of food and diet in making healthy lifestyle choices
14. makes informed financial decisions and develops good consumer skills
15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16. describes, illustrates, interprets, predicts and explains patterns and relationships
17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18. observes and evaluates empirical events and processes and draws valid deductions and conclusions
19. values the role and contribution of science and technology to society, and their personal, social and global importance
20. uses appropriate technologies in meeting a design challenge
21. applies practical skills as she/he develop models and products using a variety of materials and technologies
22. takes initiative, is innovative and develops entrepreneurial skills
23. brings an idea from conception to realisation
24. uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

[6] L1 is the language medium of the school i.e., English in English-medium schools and Irish in Irish-medium schools. L2 is the second language of the school i.e., Irish in English-medium schools and English in Irish-medium schools.

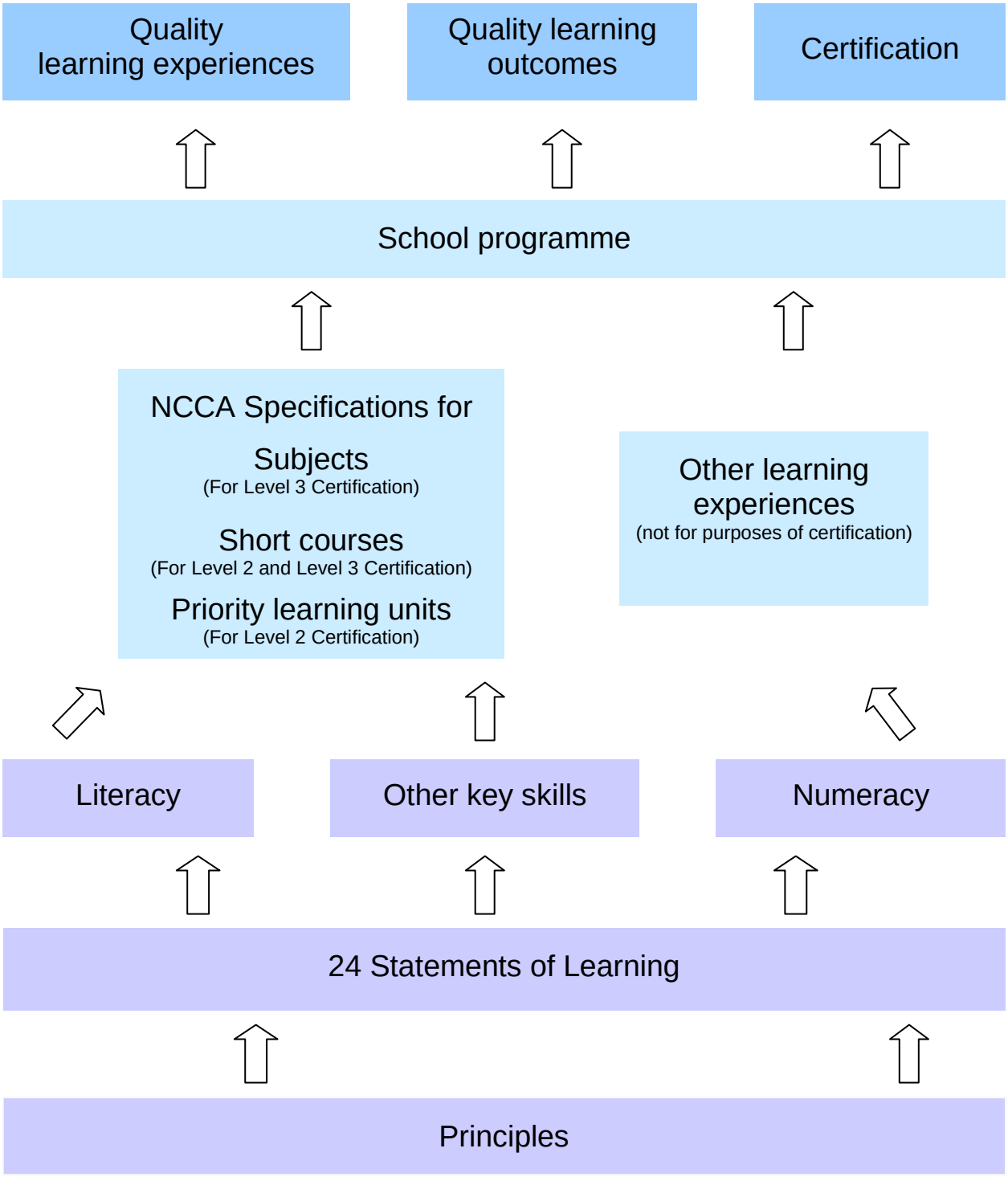
The statements with their links to subjects and short courses are elaborated in Appendix 1. The linkages provided are not exhaustive and additional experiences may be offered by schools. Table 3 shows two examples of the statements of learning with their explanation and linkage with subjects and short courses.

TABLE 3: EXAMPLES OF STATEMENTS OF LEARNING AND THEIR EXPLANATION

The student…	**Subjects, short courses or other learning experiences that may contribute:**
takes initiative, is innovative and develops entrepreneurial skills I like to turn my ideas and those of others into action by thinking up new solutions, planning the approaches and making sure that things happen at the right time and in the best way. This happens with others in a group or with a partner and sometimes I like to work on my own. At times, when things don't go according to plan, you look at what went wrong and decide on a new course of action. I am able to see when something needs to be done and I am willing to take a chance on my ideas and get on with it.	Art Craft Design Business Studies Home Economics Technology subjects
The student… **creates, appreciates and critically interprets a wide range of texts** I enjoy reading and engaging with different kinds of texts. I can understand and form opinions on the contents. When I create a text I take into account its purpose as well as the needs and interests of people who will be accessing it. In written texts, I understand the importance of grammar, select the correct words to create an effect and use accurate spelling and punctuation. Not all texts are written, so I am also able to work with visual and sound material. When I create a text I am able to share it in whatever form is most appropriate and I know when permissions to do this are needed.	**Subjects, short course or other learning experiences that may contribute:** Art Craft Design Classics English French German History Irish Italian Music Spanish Technical Graphics

The design of a programme by schools in accordance with the *Framework* will enable them to provide their students with a broad and balanced education that is suited to their identified needs. Figure 1 outlines how a school can use the *Framework* to design its programme.

FIGURE 1: USING THE FRAMEWORK FOR JUNIOR CYCLE TO DESIGN A SCHOOL PROGRAMME



Key skills

Literacy and numeracy

Literacy and numeracy proficiency is fundamental to a student's development right across the curriculum and across the other key skill areas noted below. Teachers of *all* subjects have an important role to play in developing their students' literacy and numeracy skills[7], as outlined in the National Literacy and Numeracy Strategy, *Literacy and Numeracy for Learning and Life* (2011). All teachers should therefore contribute to improving the ability of students to create and communicate meaning and to use numbers with confidence.

Other key skills

In addition to literacy and numeracy skills, there are six other key skills required for successful learning by students *across* the curriculum and for learning *beyond* school.

These key skills are:

- Managing myself
- Staying well
- Communicating
- Being creative
- Working with others
- Managing information and thinking.

These key skills are linked to the skills required at senior cycle and those already developed for early childhood and primary education.

Each key skill consists of elements that are described along with the learning outcomes involved. The elements of the key skills are set out in Table 4. The key skills are named and explained in language that students can access and understand. This will help them to take greater responsibility for their learning.

Key skills including literacy and numeracy (where appropriate) will, in the future, be embedded in the learning outcomes of every junior cycle subject and short course.

[7] Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media. Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings.

Thus, teachers will be clear on where the key skills fit into a subject, short course or priority learning unit and how to build the skills into class planning, learning and assessment. Further information on the key skills is available through the NCCA www.ncca.ie .

TABLE 4: KEY SKILLS AND THEIR ELEMENTS IN JUNIOR CYCLE

Managing myself	Staying well	Communicating
• Knowing myself • Making considered decisions • Setting and achieving personal goals • Being able to reflect on my own learning • Using digital technology to manage myself and my learning	• Being healthy, physical and active • Being social • Being safe • Being spiritual • Being confident • Being positive about learning • Being responsible, safe and ethical in using digital technology	• Listening and expressing myself • Performing and presenting • Discussing and debating • Using language • Using number • Using digital technology to communicate
Being creative	**Working with others**	**Managing information and thinking**
• Imagining • Exploring options and alternatives • Implementing ideas and taking action • Learning creatively • Stimulating creativity using digital technology	• Developing good relationships and dealing with conflict • Co-operating • Respecting difference • Contributing to making the world a better place • Learning with others • Working with others through digital technology	• Being curious • Gathering, recording, organising and evaluating information and data • Thinking creatively and critically • Reflecting on and evaluating my learning • Using digital technology to access, manage and share content

Subjects, short courses and priority learning units

Each junior cycle student can experience a mix of subjects and short courses. For a small group of students with special educational needs[8], priority learning units (PLUs) are available. All of these will enable the statements of learning, literacy and numeracy and other key skills to become a reality for students throughout their three-year junior cycle.

Subjects

Subjects continue to play an important role in the *Framework for Junior Cycle*. New curriculum specifications will be developed by the NCCA for the subjects listed in Table 5. A number of these subjects may be selected by schools for their junior-cycle programme.

The new curriculum specifications for subjects will be outcomes-based and in most cases, there will be common level specifications. The exceptions to this will be the subjects English, Irish and Mathematics where the specifications will be at two levels, Higher level and Ordinary level.

To promote the development of literacy and numeracy skills, the specifications in English, Irish, and Mathematics will be designed for a minimum of 240 hours of engagement across the three years. In line with current DES policy[9], schools should make every effort to ensure that all students have access to an English and Mathematics lesson every day. Students attending Irish-medium schools should have access to an Irish lesson every day.

Schools will have flexibility when including other subjects in their programme. The specifications for these subjects will be designed for 200 hours of learner engagement during the three years of junior cycle[10]. The 200 hours should be viewed as a minimum and does not preclude a school devoting more time where it is needed or desired. The amount of time devoted to a subject can vary from school to school according to the priority given to, among other things, its time allocation, the learning and teaching approaches and activities used, and the particular cohort of students involved.

[8] This refers to students with general learning disabilities in the higher functioning moderate and low functioning mild categories.
[9] See Circulars 0058/2011 and 0025/2012.
[10] Schools will have flexibility regarding when they will offer junior cycle subjects and the sequence in which they will offer them.

TABLE 5: JUNIOR CYCLE SUBJECTS[11]

ART CRAFT DESIGN	BUSINESS STUDIES	CLASSICS[12]
ENGLISH	FRENCH	GEOGRAPHY[13]
GERMAN	HISTORY	HOME ECONOMICS
IRISH	ITALIAN	JEWISH STUDIES
MATERIALS TECHNOLOGY WOOD	MATHEMATICS	METALWORK
MUSIC	RELIGIOUS EDUCATION[14]	SCIENCE
SPANISH	TECHNICAL GRAPHICS	TECHNOLOGY

The new curriculum specifications for subjects will be introduced on a phased basis beginning with the implementation of English in 2014. The specification for each subject will be available in schools a year prior to its implementation with first-year students. Table 6 sets out a schedule for the phased implementation of subjects.

[11] Type-writing will no longer be a recognised subject in the new junior cycle.
[12] The junior cycle subjects Latin, Greek, and Classical Studies were reviewed in 2010. A decision was taken to merge them into a single subject called Classics. This new subject will be included in the new junior cycle.
[13] Environmental and Social Studies (ESS) is not included on the list. ESS is currently available as a subject option for schools offering the Junior Certificate School Programme. Its continuation as a junior cycle subject is under review.
[14] Schools may also provide a separate religious education programme in accordance with their ethos.

TABLE 6: SCHEDULE FOR THE PHASED IMPLEMENTATION OF SUBJECTS

Phase 1 **Introduced to 1st years in school year 2014-15** **First certification in autumn 2017**	**Phase 2** **Introduced to 1st years in school year 2015-16** **First certification in autumn 2018**
English	Irish Science Business Studies
Phase 3 **Introduced to 1st years in school year 2016-2017** **First certification in autumn 2019**	**Phase 4** **Introduced to 1st years in school year 2017-2018** **First certification in autumn 2020**
Art, Craft, Design Modern Languages Home Economics Music Geography	Mathematics Technology subjects Religious Education Jewish Studies Classics History

Short courses

Short courses are an integral component of the *Framework for Junior Cycle*. Short courses already exist, for example, Civic, Social and Personal Education (CSPE) and Social Personal and Health Education (SPHE). In the *Framework*, short courses will link directly to the key skills. They are designed for approximately 100 hours of student engagement over two or three years and specified at a common level across the entire junior cycle. This level of engagement will provide an opportunity for an enhancement of current provision for areas such as CSPE, SPHE and Physical Education (PE). Some short courses will be developed by the NCCA and can be used 'off the shelf' by schools in their junior cycle programme. Schools can also develop their own short courses locally in accordance with a specification provided by the NCCA. A maximum of four short courses can be included in the new School

Certificate. Each short course must be aligned to the relevant level of the National Framework of Qualifications.

To begin with, seven NCCA short courses will be developed for use on an optional basis from 2014. They are set out in Table 7 below.

TABLE 7: NCCA SHORT COURSES FOR 2014

CIVIC, SOCIAL AND POLITICAL EDUCATION (CSPE)	SOCIAL, PERSONAL AND HEALTH EDUCATION (SPHE)	PHYSICAL EDUCATION (PE)	DIGITAL MEDIA LITERACY
ARTISTIC PERFORMANCE	CHINESE	PROGRAMMING / CODING	

Priority learning units (PLUs)

The third curriculum element in the *Framework for Junior Cycle* is the priority learning unit (PLU). The PLUs will form part of the Level 2 Learning Programme (L2LP). This programme will target the learning and accreditation needs of certain students with general learning disabilities in the higher functioning moderate and low functioning mild categories where such needs prevent students from accessing some or all of the subjects and short courses on offer and require focused priority learning outcomes. These students are small in number (one or two in a typical school, more in a special school) and all have Individual Education Plans (IEPs). It should be noted that most students with general learning disabilities in the mild category will be able to continue to access most, if not all, subjects and short courses (Level 3) through differentiated teaching, learning and assessment; varied use of additional resource allocation such as team-teaching, small group and individual withdrawal; and through programmes like the Junior Certificate School Programme (JCSP), as at present.

The PLUs focus on developing the social, pre-vocational and life skills of the students involved. There are five PLUs:

- Communicating and literacy
- Numeracy
- Personal care
- Living in a community
- Preparing for work

They are specified by the NCCA and, like key skills, are set out in terms of elements and learning outcomes. For example, the elements for the PLU *Living in a community* are:

- Developing good relationships
- Resolving conflicts
- Using local facilities
- Seeking help and advice
- Making personal decisions

Each element has a number of learning outcomes associated with it. The elements and learning outcomes form a 'learning menu' from which the teacher and student select and build the learning programme to be followed. Each PLU is designed for approximately 250 hours of student engagement.

Specification for subjects, short courses and PLUs

The specifications for subjects, PLUs and some short courses will be developed by the NCCA and published online. These online curriculum specifications will include the learning outcomes, expectations for learners and examples of student work in a subject along with a bank of assessment items for school and classroom use. This online facility will also include customised links that will give parents and students the opportunity to access these new specifications. Specifications are not only an important source of information for parents and students but, in addition, are a vital planning tool for teachers of subjects and short courses.

While some specifications may have distinct characteristics, arising from the area of learning involved, all junior cycle specifications, for subjects and short courses, will have a number of features in common. They will:

- be outcomes based
- reflect a continuum of learning with a focus on learner progression
- set out clear expectations for learners

- provide examples of those expectations
- include a focus on literacy and numeracy and on the other key skills
- be clear, consistent and as accessible as possible.

To improve the connection with learning and teaching in primary school, these features are shared with the Primary School Curriculum.

The elements of the specification that will apply to each subject and short course are given in Table 8.

Other educational experiences

The school's junior cycle programme can include all three curriculum components – subjects, short courses and PLUs. But it can also include other learning experiences that are seen as an important part of the student's development during junior cycle. Schools may see guidance, aspects of pastoral care, elements of religious education, and other specific learning initiatives, pursuits and activities as areas of learning that will not take the form of a short course or subject for formal certification but which will be prioritised within their junior cycle programme.

In particular, schools will continue to make provision for guidance to students. This will relate to the provision of a range of learning experiences in a developmental sequence that will assist students to acquire self-management skills so as to make effective choices and decisions about their lives. Provision for guidance will also continue to encompass the three separate but interlinked areas of personal and social development, educational guidance and career guidance. Framework principles such as *Continuity* and *Learning to Learn*, key skills such as *Managing myself* and a number of the statements of learning, especially those linked to making decisions, will be useful in informing guidance provision. In accordance with current policy, schools will continue to have flexibility in deciding how they will make provision for guidance.

TABLE 8: SPECIFICATION FOR SUBJECTS AND SHORT COURSES

1.	Introduction to junior cycle	This will be common to all specifications and will summarise the main features of the Framework for Junior Cycle.
2.	Aim	A concise aim for the subject or short course will be presented.
3.	Rationale	This will describe the nature and purpose of the subject or short course as well as the general demands and capacities that it will place on and require of students.
4.	Links with ▪ Statements of learning ▪ Literacy and numeracy ▪ Other key skills	How the subject or short course is linked to central features of learning and teaching at junior cycle will be highlighted and explained.
5.	Overview ▪ Strands ▪ Learning outcomes	An overview of the subject or short course will illustrate how it is organised and will set out the learning involved in strands and learning outcomes.
6.	Expectations for students	These will be linked with groups of learning outcomes and will relate to examples of student work. The examples will be annotated, explaining whether the work is in line with, ahead of, or behind expectations for students.
7.	Assessment and certification	This section will refer to both formative and summative assessment. It will outline the assessment component/s through which students will present evidence of learning on an ongoing basis, and for certification purposes. In the case of subjects, this description of assessment will be supplemented by detailed assessment support material for use in schools from second year onwards.

3. Assessment in junior cycle

The most significant change in introducing the *Framework for Junior Cycle* is in the area of assessment. The current Junior Certificate examination will be phased out and replaced by a school-based approach to assessment. Junior cycle assessment, both formative and summative, will be school-based and focus on supporting learning. School-based assessment emphasises both the process and the product of learning in school through the combination of students' work and final assessment. This approach will ensure that assessment takes place as close as possible to the point of learning. Final assessment at the end of a period of study has a role to play, but it will be just one element of a broader school-based approach to assessment.

The new approach to assessment will:

- place a new emphasis on the assessment that happens in classrooms and schools
- use a wide variety of methods, tasks and strategies so that high-quality feedback can be provided to students across the three years of junior cycle. Such feedback will be based on sources of evidence such as questioning, tests, project work, presentations, experiments and other kinds of classroom-based activities. The NCCA's assessment and moderation toolkit will be a key resource for schools and teachers
- allow students to review their own progress and discuss their progress with their teachers and other students with a view to identifying next steps to be taken. This will help to build students' capacity to manage their own learning and their motivation to stick with a complex task or problem. It will also form the basis of more informed conversations between parents and schools on the learning of their students
- be aligned to the learning outcomes of each subject, short course and PLU
- help students to demonstrate their learning achievements over time and in a range of learning contexts which the current examination regime cannot capture.

The specifics of the new assessment will:

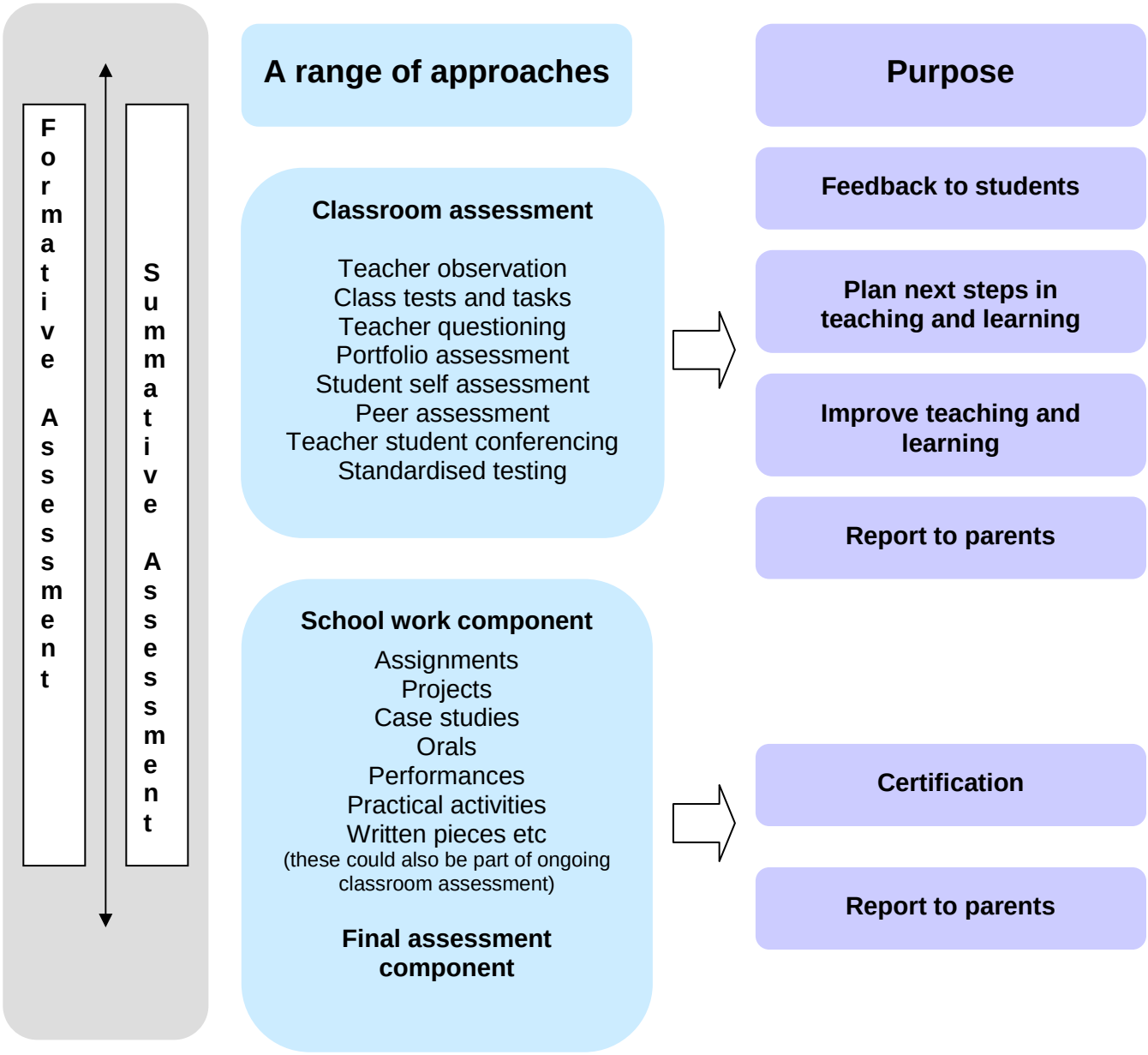
- include on-going classroom assessment for learning where feedback will be provided to students

- include standardised testing in English reading, Mathematics and Science towards the end of second year for all schools and also in Irish reading in Irish-medium schools. These tests will provide a good independent indicator of student progress in the middle of the junior cycle programme. Standardised testing will help teachers and parents to understand how well students are achieving in particular skills or areas of study relative to other students nationally. It will also generate useful evidence about the education system.
- include a school work component for all subjects reflective of students' work over the course of the final two years for the purposes of certification
- include a final assessment of subjects at the end of the three years of junior cycle initially set by the SEC[15] but administered and marked by schools. In the initial years of implementation, final assessments in English, Irish and Mathematics will be set, administered and marked by the SEC to ease the transition from a central to a school-based system of assessment for schools and the educational system. There will be two levels available for English, Irish and Mathematics and one level for other subjects.
- include an assessment of short courses and PLUs that is administered and marked by schools
- include new arrangements for reporting to parents on their children's progress
- provide assessment results for school certification of students at the end of junior cycle that is related to Level 3 or in some cases related to Level 2 of the National Framework of Qualifications. This certification is designed with the primary purpose of supporting student learning and improving outcomes. The assessment information for the School Certificate will be generated mostly by schools and partly by SEC (only in the initial phase). The certificate at the end of junior cycle will be awarded by the school.

Figure 2 summarises the new assessment for students at junior cycle. This reform of assessment at junior cycle will be supported by the DES, the SEC and the NCCA in consultation with Qualifications and Quality Assurance Ireland (QQAI). Supports will include detailed subject and short course specifications, an assessment and moderation toolkit for teachers and schools that will include samples of student work exemplifying a range of standards, a new reporting system for junior cycle and also include formative and summative resource material for use by schools. Principals and teachers will have access to Continuing Professional Development (CPD).

[15] It is intended that schools will develop their own assessment papers once the SEC discontinues provision of same for the final assessment at the end of junior cycle.

FIGURE 2: ASSESSMENT OF STUDENTS AT JUNIOR CYCLE



Assessment and subjects

The specification for each junior cycle subject will, as noted earlier, be prepared by the NCCA and will include new features that will lead to a far greater focus on, and support for, assessment at both classroom and school levels along with a reduced emphasis on the final assessment at the end of junior cycle.

This change will take time, and initially, the State Examinations Commission will continue to be involved. The introduction of the arrangements for the new school based assessment system will mirror the phased introduction of the subjects outlined above (Table 6).

As the new subjects are phased in, the following arrangements for assessment will be put in place. Generally, 40% of the marks will be allocated to the school work component completed during second and third year. The weighting could vary for some subjects, such as Music and Metalwork where performance or the creation of an artefact provides a key part of the subject requirement. Generally, 60% of the marks will be allocated to the final assessment set by the SEC and taken, administered and marked in the school at the end of third year. The details in relation to the school work component of assessment will be in the curriculum specification for each subject prepared by the NCCA. The specification will also describe the assessment methods that can be used to generate and gather evidence of learning and provide information on how it can be assessed.

As outlined above, the final assessment component for English, Irish and Mathematics will continue to be administered and marked by the SEC until arrangements for standardised testing in English reading and Mathematics for all schools and in Irish reading for Irish-medium schools are put in place and have become integrated into the assessment system.

The **school work component for certification** will

- generally be worth 40% of the overall marks for subjects
- be generated in line with the specification for the subject
- be based on work undertaken by students during second and third year
- relate directly to the aims and learning outcomes of the subject involved and therefore may differ from subject to subject
- marked by teachers in the school using a marking guide included in the specification for the subject.

The kinds of school work likely to be involved include assignments, projects, case studies, performances, spoken word/oral work, practical activities, written pieces and tests/tasks of different kinds. For example, in languages, oral assessments are likely to be central to the school work component. In the technology subjects, Science, Home Economics and Art Craft Design, for instance, practical tasks and assignments will be an important part of the school work component.

Work from first year is not included as part of the assessment of the school work component to allow for a particular focus in that year on consolidation, to ease the transition from primary to post-primary education and to enable the development of literacy and numeracy. This approach will also help to give a new focus to work in second year.

The first school work component will be set out in the specifications for junior cycle English, to be published in 2013 for implementation in the school year 2014/2015 and thereafter for the subjects in phases 2, 3 and 4 as outlined in Table 6.

The **final assessment for certification at the end of third year** will

- generally be worth 60% of the overall marks
- comprise a single paper or assignment (depending on the subject) provided by the SEC
- be available at more than one level only in English, Irish and Mathematics. The provision of a final assessment at more than one level in Mathematics takes account of the significant spread of ability among students in the subject. English and Irish are provided at both levels in recognition of their importance for accessing other areas of the curriculum.

  The prevalence of a common level for most subjects gives schools the opportunity to differentiate their teaching within classrooms to meet the needs of all students and to ensure that the focus is on motivating students for learning rather than for assessment as is the case currently. It also avoids the dangers of having students tracked into a level of learning at too early a stage in their post-primary learning. Students who are directed in this manner at this stage rarely get the opportunity to move into a more challenging programme for the senior cycle.
- last no more than two hours and be conducted in school in May during regular school time (except in the case of English, Irish and Mathematics in the initial years). The final assessment for English, Irish and Mathematics will take place early in June so as to run concurrently with the initial days of the Leaving Certificate. The final assessments for English, Irish and Mathematics will be of two hours duration.
- be marked by teachers in the school using marking schemes provided by the SEC, except for English, Irish and Mathematics that will, in the initial years, continue to be marked by the SEC until the standardised tests in reading and

Mathematics become established in post-primary education. The marks for English, Irish and Mathematics will be sent to the school by the SEC and will be combined with the results for school work components to generate a grade in each subject on the School Certificate.

Assessment and short courses

For short courses, whether developed by the NCCA or by schools or other agencies,

- all of the marks awarded will be for school work
- the evidence of learning will be generated according to the short course specification and will relate directly to the aims and learning outcomes of the short course
- there may be more than one assessment component involved depending on the nature of the course
- the component/s will be marked in the school and will include internal moderation to maintain standards
- the grade awarded will be included on the School Certificate

The NCCA will provide assessment guidelines in the specifications for NCCA developed short courses, and schools must include similar guidelines in the specification they draft and publish for any school-developed short course.

Assessment and Level 2 learning programmes

The assessment of Level 2 Learning Programmes (L2LPs), based on five priority learning units (PLUs), will be school based. Grades across the five PLUs will be included on the new School Certificate.

Assessment and moderation toolkit

The NCCA will provide an assessment and moderation toolkit that will support the new emphasis on classroom assessment across first, second and third year. It will include assessment material for classroom and school use and support teachers in designing their classroom and school assessment work. It will include examples of student work and other resources that show teachers, parents and students what is expected of students taking a particular subject at junior cycle. The toolkit will support reporting to parents using the new reporting system for junior cycle that the NCCA will develop.

The toolkit will also support teachers' assessment practice in assessing students' work and giving feedback to them and on marking for the purposes of certification. Guidelines and support materials on internal moderation (or moderation across a cluster of schools in the case of subjects where there is only one subject teacher in a school) will also be provided in the assessment and moderation toolkit so as to ensure that teachers have a clear understanding of the range of standards of achievement and that standards are maintained.

The reporting system

The reporting system consists of two key elements - the School Certificate and other learning experiences. This report will be provided to parents and students in the autumn after the completion of year 3. This reporting system will be introduced in 2017.

The School Certificate

The first School Certificate will be awarded in 2017 when English will be assessed as part of the phasing in of the new arrangements for junior cycle. The SEC will provide the marks of the final assessment component for English as well as the results for all other subjects to schools in that year. Schools will combine the marks for the final assessment component for English with those for the school work component as determined by the school following internal moderation. The final grades for the other subjects will also be included on the School Certificate. From 2017, CSPE will be assessed as a short course and not through the SEC.

The new junior cycle certification will feature an approach to grading that is broader than the current A to NG system. The system will have five points – Not achieved (0-39%), Achieved (40-54%), Achieved with Merit (55-74%), Achieved with Higher Merit (75-89%) and Achieved with Distinction (90-100%).

Other learning experiences

The report will also provide an opportunity for the school to comment on the student's achievement and other learning experiences during junior cycle, to provide advice on further development in relation to these and to comment on aspects such as attendance, personal and social development, and learning dispositions that are not

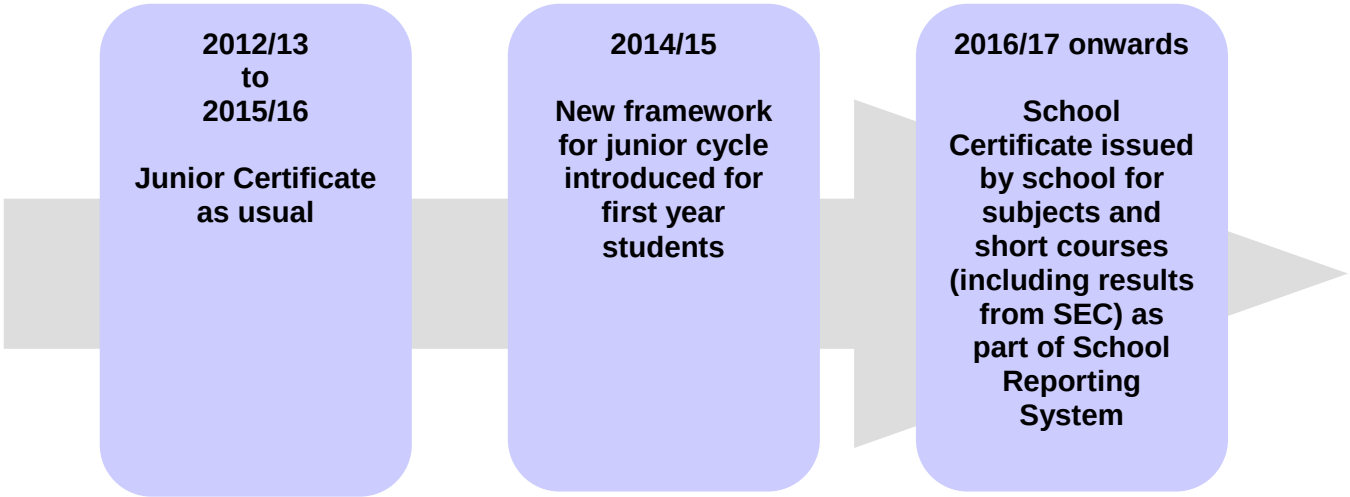
part of the certification process. Most importantly, it will provide an opportunity for the parent and student to comment.

Until the move to school-based assessment has been completed, SEC will continue to operate an appeals mechanism for those subjects that are centrally examined. Schools will be responsible for managing an appeal process as the school based system is put in place for subjects.

Timeframe for introducing the new reporting system

The new reporting system will be introduced for the first time in 2017, for those students who started junior cycle in 2014. This will include the School Certificate and reporting on other learning experiences. The specific timescale for introducing the new reporting system is summarised below in Figure 3.

FIGURE 3: TIMEFRAME FOR INTRODUCING THE NEW REPORTING SYSTEM



A timeframe for the introduction of the junior cycle developments as a whole is outlined in Appendix 2.

4. Quality assurance

Research and international practice shows that assessment close to the site of learning that provides students with feedback on progress and next steps is key to better outcomes for all students. This is particularly the case when the primary purpose of such an assessment system is to support student learning.

Building a successful school-based assessment system, which is professionally engaging for teachers and has the confidence of the general public, including students and their parents, will involve a significant period of transition and require both quality assurance and support.

To support and quality assure assessment across the three years of junior cycle:

- Each subject specification will contain clear learning outcomes, expectations for learners, and examples of student work showing the standards expected. Students and parents will have access to this material.
- Teachers will receive comprehensive professional development in educational assessment, including processes of moderation, and providing feedback to students.
- Principals and deputy principals in their leadership role will receive comprehensive professional development in curriculum leadership, educational assessment including moderation, and change management
- The new reporting system will encourage the generation and reporting of evidence of learning across the subjects, short courses and other learning experiences offered by a school
- The new standardised tests for all schools in English reading, Mathematics and Science and in Irish reading for Irish-medium schools will give teachers information about how well students are achieving in these areas relative to the rest of the age cohort. Results of these tests will be reported to parents and will be submitted to the DES.
- The NCCA assessment and moderation toolkit will provide teachers with assessment materials for classroom use, and will support the design of class and school assessment. It will also offer guidelines on in-school moderation, and show how professional dialogue between teachers in a school (and, where a teacher is the only teacher of a subject, between schools) can ensure that there is a shared and common understanding of the standards of work expected.

For assessment towards the end of junior cycle, in addition to the above supports and quality assurance measures:

- The SEC will provide final assessment papers and marking schemes for subjects until the new school-based system of assessment is established.
- For English, Irish and Mathematics, the SEC will initially mark these papers, and return the marks to the school to be combined with the 40% weighting to the school work component. This arrangement will continue until standardised testing becomes established in junior cycle.
- For the school work component, schools will undertake internal moderation in accordance with the guidelines on moderation for Junior Cycle assessment which will be formally confirmed by the principal.
- The results awarded on every School Certificate will be sent to the DES. The DES will monitor the national and school patterns along with the results in the standardised testing of reading, Mathematics and Science. This monitoring will provide further quality assurance and identify any local or national anomalies. A report on overall trends will be published regularly.
- The DES will provide each school with a Data Profile arising from its statistical analysis which will advise the school of patterns in their data relative to national norms of achievement in the School Certificate and in standardised tests of reading, Mathematics and Science towards the end of second year. The Data Profile will also provide schools with information on their patterns of achievement relative to schools with a similar school context. These data will help schools to refine their assessment and moderation practice. They will also be a valuable source of information for schools' self-evaluation[16] processes.

In the event of an unusual pattern of achievement, the Inspectorate of the DES will be advised, and support and evaluation measures will be provided for the school.

These support and evaluation measures can include:

- advice on making better use of assessment data from the Professional Development Service for Teachers (PDST)
- additional professional development in assessment and moderation from PDST

[16] School self-evaluation is a process where schools and teachers make judgements about the quality of education in the school based on evidence that they have gathered. This enables them to affirm good practice and make decisions about what they would like to develop or further improve.

- guidance on organising moderation meetings from PDST
- external support at moderation meetings (from other schools, for example)
- evaluation of teaching, learning and assessment in the school by the Inspectorate

In addition to the standardised testing in second year, required as part of the implementation of *Literacy and Numeracy for Learning and Life – the National Strategy to Improve Literacy and Numeracy* (2011) and the assessment for certification, there will also be national assessments in Mathematics and English reading for a sample of junior cycle students. These measures will be complemented by continuing participation in the Programme of International Student Assessment (PISA). These assessments will facilitate national and international comparisons and provide indicative evidence of standards.

The extent to which a school's programme supports and reflects the implementation of the *Framework* is vital for students in developing literacy and numeracy skills and the other key skills. Learning relevant to all the statements of learning will be evaluated in the first instance by the school itself through its ongoing process of school self-evaluation and improvement. The provision of CPD is vital but it must then be reflected in the changing approaches adopted by the school through the leadership of school management and the class practices of teachers. In this process, assessment information gathered throughout junior cycle will form part of the evidence to support this evaluation. The school's internal self-evaluation will be supported and supplemented by the external evaluations carried out by the DES through the work of its Inspectorate as part of its ongoing work in assessing the quality of teaching and learning in schools.

Information for parents and students on the *Framework for Junior Cycle*, on new assessment arrangements, and on new junior cycle programmes in schools will be available and continually updated from 2013.

5. Summary

The junior cycle programme followed by students in their schools must be consistent with the *Framework* outlined above. Beyond this requirement, schools will be free to decide what should be included in their junior cycle and how it should be organised. To comply with the *Framework for Junior Cycle*, a school's programme must:

- subscribe to and fully reflect the principles of junior cycle education
- meet the requirements of the twenty-four statements of learning
- emphasise the development of the skills of literacy and numeracy and the other six key skills
- be mediated through subjects, short courses, other learning experiences and where relevant priority learning units
- facilitate the process by which evidence of learning is generated, gathered, assessed and reported throughout the cycle to students and shared regularly with their parents
- for subjects presented for certification purposes have both school work and final assessment components which will be administered and marked in the school (apart from English, Irish and Mathematics in the initial years)
- for certification purposes assess each short course and PLU in the school
- support continuity with primary education and progression towards senior cycle education
- at the end of the three years, provide students with a report that includes their School Certificate related to NFQ 3 or NFQ 2 (where relevant) as well as commentary on other learning experiences
- be evaluated by the school through its ongoing process of self-evaluation and improvement which will be complemented by monitoring by the DES and its Inspectorate

Through a commitment to the implementation of *all* aspects of the *Framework*, the educational system will be able to deliver a junior cycle that places the needs of students at the core of teaching and learning. The comprehensive implementation of the *Framework* will improve the quality of the learning experiences and outcomes of all students. This will require leadership and support not only from the DES, the NCCA and the SEC but in particular from school management. It will also require the commitment of teachers, the support of parents and high expectations for all students.

Appendix 1: Statements of Learning- Explanation of Learning Experiences

The student…	Subjects, short courses and other learning experiences that could contribute…
1. communicates effectively using a variety of means in a range of contexts in L1[17] I understand the language *used in my school* and can describe what I think to others by speaking and writing in that language. I can take part in discussion of everyday issues and of topics covered in class. In working with others on class activities, I can make helpful contributions to the activity by sharing my ideas and feelings as well as commenting on the ideas and opinions of others. I read a variety of texts for pleasure and for study to inform myself and to build my ideas and language skills.	English Irish
2. listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to his/her ability I can express what I'm thinking by speaking and writing in languages other than my first language; I understand the views and experiences of other people when they speak those languages. I read different types of texts in the languages to obtain information and knowledge. The ways of living and cultures in places where the languages are used are interesting to me and I like comparing them with life and culture in Ireland. I know that the skills that help me to learn one language are useful in learning another.	Chinese English Irish Italian French German Spanish
3. creates, appreciates and critically interprets a wide range of texts I enjoy reading and engaging with different kinds of texts. I can	Art Craft Design Classics English

17 L1 is the language medium of the school (Irish in Irish-medium schools). L2 is the second language (English in Irish-medium schools).

The student…	Subjects, short courses and other learning experiences that could contribute…
understand and form opinions on the content. When I create a text, I take into account its purpose as well as the needs and interests of people who will be accessing it. In written texts, I understand the importance of grammar, select the correct words to create an effect and use accurate spelling and punctuation. Not all texts are written, so I am also able to work with visual and sound material. When I create a text, I am able to share it in whatever form is most appropriate and I know when permissions to do this are needed.	French German History Irish Italian Music Spanish Technical Graphics
4. creates and presents artistic works and appreciates the process and skills involved I can create a piece of art, either on my own or with others. This art can be an object, a written piece or a performance, created by myself or as part of a group. The art I create is another way of saying and exploring what I think or feel and hearing what others think or feel. The artistic pieces I look at or listen to can be those of my classmates, present-day artists or can be the work of artists of another place and time.	Art Craft Design Artistic Performance Classics English Home Economics Music Physical Education Technology subjects
5. has an awareness of personal values and an understanding of the process of moral decision making I can see where my own values come from and the different influences that have shaped them. I respect the values of others while holding my own as special to me. I have an understanding of how moral decision making works in my own life and in the lives of others based on their particular values. I can discuss different day-to-day ethical and moral decisions and comment on them.	Religious Education SPHE

The student…	Subjects, short courses and other learning experiences that could contribute…
6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives I am aware of the importance of religious traditions and the non-religious interpretations of life. I appreciate how different belief systems have influenced and shaped who we are in Ireland, and also in Europe and the wider world. I can discuss different beliefs and practices in an informed way, and respect those holding beliefs different from my own.	Chinese CSPE Geography History Jewish Studies Modern Languages Religious Education
7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts I understand how government and politics works in Ireland and elsewhere. I understand that as citizens we all have rights and responsibilities. I respect the rights of minority groups in society. I feel inspired when I learn about ways that active citizens can contribute to building a better world within their local communities and in the wider world. I am willing and able to think carefully about and take action for change on issues that concern me or my community.	Business Studies CSPE Geography History
8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change Using different types of evidence and materials, I look at the lives of both famous people and ordinary people in the past. I can see how local, national and international communities change over time, how people act to bring about change, and how these changes may be connected with each other and with current events and developments. I am aware that I inherit the values,	Chinese Classics CSPE Geography History Jewish Studies Religious Education

The student…	Subjects, short courses and other learning experiences that could contribute…
beliefs and traditions that go to make up my culture and of the importance of respecting the cultures of others.	Science
9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him I can describe natural processes which lead to change in the natural landscape. I appreciate that people *living* and *making a living* often change the landscape and that this happens in my locality as well as around the world. I understand the relationship between changing landscapes and human life. I am also aware that these changes, as well as political and cultural activities, link people, places and regions and that these links provide great opportunities but also present challenges.	Business Studies CSPE Geography History Home Economics Mathematics
10. has the awareness, knowledge, skills, values and motivation to live sustainably I understand that the natural world is beautiful and of great significance and importance to the lives of everybody on the planet. I take responsibility for the choices I make about how I live and these choices have consequences for the environment and quality of life in my locality and beyond in the wider world. I try to 'think globally and act locally'. I can help my community play its part in improving our environment but can see that other communities have different concerns and I try to take those into account.	Business Studies CSPE Geography Home Economics Science SPHE
11. takes action to safeguard and promote her/his wellbeing and that of others I know how to make decisions that are good for my physical, mental, emotional and spiritual health and my relationships with others. I can assess and manage risk and understand the impact of risk-taking behaviour. I feel confident and I can cope with	Guidance Pastoral Care Physical Education Religious Education

The student…	Subjects, short courses and other learning experiences that could contribute…
different challenges and setbacks. I can ask for help when I need it. I accept that people are different and that it is everyone's responsibility to challenge discrimination and bullying, and the school can support me to do this.	SPHE
12. is a confident and competent participant in physical activity and is motivated to be physically active I participate in energetic physical activities and sport on a regular basis and I know that this allows me to develop and apply a range of social and motor skills, to learn in a different way, develop my fitness and manage my body. It helps me to relax and feel better, especially in the activities and contributes to my health and well being. Being able to take part in various physical activities also helps me to meet and be with others. I look forward to having more opportunities to be involved inside school and in my community.	Physical Education SPHE
13. understands the importance of food and diet in making healthy lifestyle choices I choose to eat a variety and balance of foods and drinks. I can make healthy food choices and try to eat well on my own and with others. I appreciate the important role of food for different social and cultural groups. I understand that the dietary needs of individuals and groups vary through life stages. I am aware of the many factors that influence food choices and attitudes to food and eating.	Home Economics Physical Education Science SPHE
14. makes informed financial decisions and develops good consumer skills I am able to plan my finances on the basis of the resources available to me and those available in my home. I assess	Business Studies CSPE Home Economics

The student…	Subjects, short courses and other learning experiences that could contribute…
information or advertisements that try to influence my behaviour and act only after making well thought out decisions. My knowledge and awareness of consumer information, rights and responsibilities, and sustainable development also inform these decisions.	
15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning I understand that my mathematical knowledge and skills form a language made up of numbers, symbols and various other signs. I can use these inside school and outside school in a variety of activities and contexts. Using and doing maths improves my logical thinking and problem solving and allows me to communicate and discuss my ideas clearly and accurately in a way that others can understand.	Business Studies Mathematics Science Technology subjects
16. describes, illustrates, interprets, predicts and explains patterns and relationships I enjoy looking for and finding patterns and describing the relationships I see in both words and symbols. In many cases, when I uncover the relationship I use it to complete missing terms in the pattern or to predict what other elements of the same pattern will look like. By using this knowledge, I can investigate how patterns influence and are influenced by everyday life.	All languages Business Studies Geography History Mathematics Music Science
17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills I can use a variety of mathematical approaches to come up with a reasonable solution to a problem that is new to me or complete a	Business Studies Digital Media Literacy Geography Mathematics

The student…	Subjects, short courses and other learning experiences that could contribute…
task that I have not been shown how to do**.** I can judge which strategy is likely to be most effective for the situation. I can break a problem down into smaller, logical steps so that I can contribute to building an overall solution.	Programming and Coding Science Technology subjects
18. observes and evaluates empirical events and processes and draws valid deductions and conclusions I can observe, measure and record data accurately, drawing on a variety of sources, and I make use of logical thinking and reasoning to form opinions and make judgments based on evidence and experiment. I can identify and summarise different points of view, and analyse different arguments, when I encounter public statements or claims.	Business Studies Geography Mathematics Science Technology subjects
19. values the role and contribution of science and technology to society, and their personal, social and global importance I appreciate the role of science and technology in the everyday world, investigating how elements of everyday life have changed over time to gain an awareness of the link with and between scientific and technological developments. I use my knowledge of science and technology to help me to make informed decisions and choices.	Digital Media Literacy Programming and Coding Science Technology subjects

The student…	Subjects, short courses and other learning experiences that could contribute…
20. uses appropriate technologies in meeting a design challenge By examining and discussing the features of design, I am gaining an awareness of the factors that influence the design process. I use problem solving strategies and show creativity (on my own or with others) in a design challenge to plan, develop, make and evaluate an item that meets a real need or reflects an idea. I can select the possible approaches and suggest what technologies might be useful in all stages of that process.	Art Craft Design Digital Media Literacy Music Programming and Coding Technology Subjects
21. applies practical skills as she/he develop models and products using a variety of materials and technologies I can work with others to generate, discuss and develop imaginative ideas to create artefacts. I select from a range of materials, tools and software and while working with these, I become confident in my practical skills. My practical experience helps me to design or improve my ideas or products and to understand how materials react when they are 'shaped' by various technologies. I am conscious of the issue of sustainability in my choice and use of materials and in the design of products. I can use all equipment and software safely.	Art Craft Design Programming and Coding Technology Subjects
22. takes initiative, is innovative and develops entrepreneurial skills I like to turn my ideas and those of others into action by thinking up new solutions, planning the approaches and making sure that things happen at the right time and in the best way. This happens with others in a group or with a partner and sometimes I like to work on my own. At times, when things don't go according to plan, I look at what went wrong and decide on a new course of	Art Craft Design Business Studies Home Economics Technology subjects

The student…	Subjects, short courses and other learning experiences that could contribute…
action. I am able to see when something needs to be done and I am willing to take a chance on my ideas and get on with it.	
23. brings an idea from conception to realisation I am able to take an idea for something and make it happen. This sometimes involves working with others but even in a group, I can contribute to the vision or the view of what the final outcome should look like, and to moving the process along. I realise that reflecting on and evaluating how the work has progressed is a vital part of activity like this.	Art Craft Design Business Studies Home economics Music Physical Education Technology Subjects Project work
24. uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner I am able to source information and share content online and I recognise and respect my rights and the rights of others in using technology and digital media. I can evaluate online information and content. I can use technology and digital media to read, help me think, to express myself and to work with others. In working with others, I use technology creatively to interact and develop ideas. I understand that the increasing use of technology and digital media has an impact on people and their communities.	All subjects, short courses and other learning experiences

Appendix 2: Timeframe for the introduction of the junior cycle developments

<table>
<tr><th>Features</th><th colspan="2">2012/13 2013/14</th><th>2014/15</th><th>2015/16</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/2020</th></tr>
<tr><td>New Framework in schools</td><td colspan="2">Planning</td><td>1st year students</td><td>1st and 2nd year students</td><td colspan="4">All junior cycle students</td></tr>
<tr><td>Introduction of subjects</td><td colspan="2"></td><td>English</td><td>Phase 2[18]</td><td>Phase 3</td><td>Phase 4</td><td></td><td></td></tr>
<tr><td>Introduction of short courses</td><td colspan="2"></td><td>Introduction of NCCA short courses</td><td colspan="5">Short courses included in school programme as required including course designed by schools</td></tr>
<tr><td>Introduction of other learning experiences not for certification (e.g. guidance, pastoral care or other areas prioritised by schools)</td><td colspan="8">Continue to provide in accordance with school ethos and priorities</td></tr>
<tr><td>School Reporting System</td><td colspan="8"></td></tr>
<tr><td>Certification</td><td colspan="3">Junior Certificate as usual</td><td colspan="5" rowspan="2">School report issued by school to include School Certificate and report on other learning experiences. School Certificate to include results for subjects and short courses presented for certification including results from SEC for some subjects until SEC involvement ceases</td></tr>
<tr><td>Other learning experiences</td><td colspan="3">Using existing in-school arrangements</td></tr>
<tr><td>Support</td><td colspan="8">Professional Development and Programme Support</td></tr>
<tr><td></td><td colspan="8">Review/Evaluation</td></tr>
</table>

[18] See Table 6